

# The WESTERN SCHOOL JOURNAL

— INCORPORATING —

*A Bulletin of the Department of Education for Manitoba  
A Bulletin of the Manitoba Educational Association*

Mrs. E. L. Johnson, ARBORG

## THE OASIS

Camel bells!

I raised my head and listened, and again  
Pressed it to earth. What need had I of men?  
I, so betrayed, and by my dearest friend;  
Stripped of my goods while I stood idly by  
Numb with astonishment, for he was my friend.  
I fled into the desert there to be  
Alone with all my wrongs and all my hates.  
Yet even here it seemed men must find me.

Silently they were upon me, weary beasts  
And wearier men. What could I do? I went  
For water to the well and gave them drink.  
The beasts crouched down and the men stood  
Silent beneath the stars; and then they ate,  
Feeding the camels and themselves in haste.  
I asked them nothing, moody in my pain;  
And then they slept, and I, an hour or so;  
'Twas midnight when they came, but well before  
Dawn streaked the east with light they were awake;  
And I woke too and watched them, till at last  
I could no longer keep my tongue from speech.

"Whence come ye and what seek ye?" The eldest man,  
Grave, reverent, austere, gave back the word:  
"We seek the truth on earth."

I laughed at him:  
"O, wise man, may you find it. What is truth?  
Gold in the desert is not worth a drop  
Of this bright water here. What's value to the dead?  
What's truth to one who's sick of lying friends?  
There is no truth on earth. Ye seek a mirage."

The second spoke: "We seek the morning star."  
But all the stars were paling before dawn.  
"Where is your star?" I asked. The youngest one  
Drew me forth quiet from beneath the dark  
Of the palm tree's side: "Look where I point." I looked  
Along his arm and saw—I know not what;  
Some flash of comet, some descending orb  
That gleamed like lightning on the horizon's rim?  
Some light that broke across the morning sky?  
I know not; but I do know this, for one  
Brief span of a moment I was bathed in light,  
A light that suddenly illumined me;  
But as I turned they went.

The camel bells  
Sounded far off across the desert air.  
I threw myself upon the ground and wept  
As if my heart would break; but when I rose  
My hate had gone; it seemed a kind of love  
Whispered quite clear though gentle in my heart:  
There is a peace on earth and this is—truth.

—A. Jacqueline Shaw.

Winnipeg, Man.

January, 1936

Vol. XXXI—No. 1

# The Western School Journal

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No. 1

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# The Western School Journal

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VOL. XXXI

WINNIPEG, JANUARY, 1936

No. 1

## Editorial

### For Every Teacher

The two agencies most closely connected with the education of children are the home and the school. They should work in harmony and should understand each other. Towards this end parents and teachers should meet. Among the means employed for this purpose are visitation of the home, by the teacher, visitation of the school by the parents, regular monthly meetings for conference or for purposes of inspiration. Sometimes there is an organization formed known as a Parent-Teacher Association. At other times without any organization being formed the parents meet at the school on appointed days to see the children at work. It is no uncommon thing in a large city school to see from 500 to 600 parents in the course of an afternoon. They visit the rooms in which their children are working and discuss with the teacher the problems they have in common.

Now there is a best way of carrying on this work, and it is very necessary that there should be an interchange of opinion. The Teacher-Parent Association of the Province is anxious to help in every way that it can, but must first find out from as many districts as possible just what is being done. Will you help by sending in an answer to these questions? Whatever you say will be helpful. Please do not leave the answering to some one else. Address the reply to Western School Journal, and it will be forwarded to the Secretary.

- (1) Does the teacher meet the parents to discuss with them school problems?  
(a) In the homes? (b) At the school?

(2) Is there a parent-teacher organization in the district? If so what programme is followed?

(3) If no such organization, does something else take its place?

### Edward E. Best

Again we have to record the passing away of one of the noblest of our profession. Edward E. Best was senior inspector of the province — senior in years, in length of service, in usefulness. He was a man with an open mind, always seeking, always finding, always learning, always changing his point of view to meet changing conditions, but ever mindful of the eternal verities. He sought and loved the truth, he admired and encouraged the cultivation of the beautiful; but above all he had reverence for the upright in conduct. There was in his make up nothing of deceit, there was no unseemly pride, no selfish ambition. He was always a man.

As a man he had a marked individuality. He saw things in his own way and not through the eyes of another, he thought out his own conclusions and acted accordingly, he voiced his own opinions and not the opinions expressed in books.

There was about him a quaintness that was refreshing. In school, in social circles, he brought something that was distinctively his own. On this account and because of his charming personality he contributed richness to life.

There is no man to whom the schools of this province owe more. He was particularly active in promoting neighborhood pride. He originated school fairs

and never failed to attend them. It was a pleasure to note the respect in which he was held by old and young.

Teachers in their conventions will miss his infectious smile and his kindly words, but his influence will remain as a purifying force in the lives of the thousands he reached in the course of his busy life.

### **Education Week**

February 23 to 29 has been set apart as Education Week. It is the intention of the Journal to give some suggestions as in previous years. We should be glad to hear from teachers as to their particular needs. In last issue the general programme was given, and a special article was printed dealing with School Finances. It will be helpful to any speaker who accepts that line of thought for the occasion. In this issue are outlines for addresses on other topics and some aids for teacher and pupils. It is assumed that in country schools there will be an afternoon or an evening devoted to this purpose and that both adults and children will take part in the programme. Radio broadcasts between 9.30 and 10 o'clock each

evening are being arranged for, and it is the hope of the Department of Education that in every school district people shall in one way or other remember the schools. Teachers will not forget the date—February 23 to 29.

### **Audubon Clubs**

We hope sincerely that some schools looking towards spring will organize Audubon Clubs. There have been over 5,000,000 children in these clubs since their inception. Material to help and encourage study may be obtained at less than half of cost from 1775 Broadway, New York. Ten members or more may form a club. The fee is ten cents a year to be sent in by the teacher. There will come back pictures, a copy of Bird-lore to the school. Teachers should write direct for full information. In the meantime why not prepare bird houses for the school yard?

### **A Leader Gone**

As we go to press we learn of the death of Dr. D. J. Goggin, the pioneer in Normal School work in this province. Extended reference will be made to him and his work in next issue.

## **CHARACTER EDUCATION**

In the last few years educators have rightly increased the emphasis on character education.

But character cannot be taught from books. Character cannot be built from the spoken word. Both may help. If the youth of to-day is to mold its character along the lines which mean a better world to-morrow, adults must assume the responsibility of setting a worthy example.

One educator has stated, "All the precepts of the printed page and spoken

word go for naught if a child sees an adult commit an unworthy act. Imitation is the strongest of all learning procedures. Children act as do their elders and unconsciously and irrevocably imbibe their philosophy."

If our schools are to prepare youth for good citizenship, adults must assume their share of responsibility by displaying qualities of character which are worthy of perpetuation.

—Christian Science Monitor.

**THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION**

# Departmental Bulletin

**The Journal provided by the Department of Education for the use of the teachers is the property of the school and must be kept in the school library for future reference.**

## **Grade XI. History**

The attention of teachers and principals is called to the notice regarding Grade XI. History which was published in the Western School Journal in February, 1933, and which read as follows:

"Students will be expected to have a knowledge of the geographical detail associated with the explorations, boundary disputes, pioneer settlements, early trading posts, means of communication, and the establishment of the provinces. A minimum requirement is given as follows:

### **1. Explorations:**

Cartier, Champlain, La Verendrye, Mackenzie, Thompson, Fraser.

### **2. Boundaries:**

- (a) The boundary between Canada and the U.S.A.
- (b) The boundaries of the provinces in 1763, 1791, and 1867.

### **3. Pioneer Settlements:**

- (a) Early French Settlements in Acadia and the Valley of the St. Lawrence River.
- (b) Loyalists Settlements.
- (c) Selkirk Settlements.

### **4. Early Trading Posts—Railways:**

- (a) York Factory, Churchill, Cumberland House, Fort William, Fort Vancouver, Victoria, Fort Niagara, Fort DuQuesne, Frontenac, Michilimackinac, Albany, Louisburg.
- (b) Canadian Pacific Railway, Canadian National Railways.

### **5. Ottawa and the Provincial Capitals:**

Teachers are advised to consult Burpee's 'Historical Atlas of Canada,' (Nelson. Price \$1.75.)"

The Geography required of Grade XI. students in connection with their History will not exceed the work given above.

## **Regulations re Labels on Examination Booklets**

The instructions and regulations for presiding examiners at the December examinations contained the following statement:

"A label must be affixed to each booklet both back and front so that it also forms a seal for the booklet. The examiner must not accept any booklet to which the label has not been properly affixed and the booklet sealed. The booklets in each subject or loose pages of foolscap must be fastened together securely."

The first sentence was printed in black type so that it might be readily noticed by all presiding examiners. Very few schools observed this regulation, however. Booklets were received which were not sealed. In cases where the student had used two booklets, one label was used for both booklets. In many cases where two booklets had been used and properly sealed the booklets were not fastened together. Apparently the change in regard to the sealing of booklets escaped the notice of most principals. The Department will expect that the regulations are adhered to strictly in future examinations.

## **Teacher Training Courses**

The prescription of Summer School courses required of teachers is given in

the pamphlet entitled "Teachers' Completion Courses" published by the Department of Education. In future the Department intends to adhere strictly to the prescription of work given in this circular.

### World Affairs

A new magazine entitled "World Affairs" is being published in Toronto.

It will be found extremely helpful by teachers who are endeavoring to keep their pupils in touch with general world movements. The subscription is One Dollar per year of ten issues (September to June inclusive). A club of five or more subscriptions will be at the rate of 75c per year. Subscriptions should be addressed to "World Affairs," 26 Grenville Street, Toronto, Ontario.

### THREE HUNDRED DOLLAR SCHOLARSHIPS

Queen's University is making an experiment in the award of Entrance Scholarships, which should be more widely known, since it has two good objects:

- (1) To aid students of excellent ability to enter a University course;
- (2) To encourage study beyond the limits of the curriculum and thus help teachers in Secondary Schools throughout Canada in their endeavours to mitigate the effects of the examination syllabus.

The peculiar feature of the Queen's examination is that there are no "set books" and no prescribed syllabus. The aim is to discover their present quality of intelligence and the promise of future development.

Each candidate is required to offer two papers:

- (1) A paper in ONE of the following subjects: Mathematics, English, French, Latin, History, General Science.

The purpose of this paper is to test the candidates over the whole field of High School work in the chosen subject up to the level of Honour Matriculation. In setting the papers the examiners take into consideration the High School curriculum of each province.

Candidates may, if they wish, offer two of these subjects and take the papers set in both, e.g., in Mathematics and Physics or in English and History.

- (2) A general paper common to all candidates and designed to discover

each candidate's interests and his capacity for expression.

Many clever boys and girls succeed in writing the papers for Honour Matriculation (or its equivalent) before they are really old enough to get full profit from University life. If they remain at school they are often obliged to repeat the syllabus or at least some part of it. This experiment by Queen's offers them a different objective, since they have the opportunity of showing in this examination the results of all their study and experiment and reading—their knowledge in a chosen subject and their powers of thought and expression within a general field of interest.

It should equally stimulate those who have not completed Honour Matriculation to widen their reading and interests beyond the limits of the curriculum.

The examinations are held in APRIL at Queen's University extra-mural centres throughout Canada.

Candidates must notify the Registrar, Queen's University, Kingston, Ontario, by the 15th FEBRUARY.

The Scholarships are of \$300.00 each and can be held in any Faculty of the University.

In each of the later years of residence there are Faculty Scholarships for which these "Dominion Entrance Scholars" are likely to be successful competitors.

**PROGRAMME OF RADIO LESSONS**  
**January 6th to February 8th, 1936**

**Monday, Jan. 6th, 5.15-5.30 p.m.—**

Grades VII.-XI.—French Lesson—  
 Miss M. M. Brooker, Dept. of Education.

**Tuesday, Jan. 7th, 5.15-5.30 p.m.—**

Grade XI.—Heat—Coming and Going—Mr. W. P. Johnson, St. John's Technical High School.

**Wednesday, Jan. 8th, 5.00-5.30 p.m.—**

Grades VII.-IX.—Henry Purcell and His 17th Century Contemporaries—Miss Ethel Kinley, Daniel McIntyre Collegiate Institute.

**Thursday, Jan. 9th, 5.15-5.30 p.m.—**

Grade XI.—The Years 1812-15—Mr. J. E. Ridd, St. John's Technical High School.

**Friday, Jan. 10th, 5.15-5.30 p.m.—**

Parents and Teachers—The Significance of Co-operation between Home and School—Miss Alice Rowan Gray, Manitoba Federation of Home and School.

**Saturday, Jan. 11th, 10.30-10.45 a.m.—**

Grades VII. and VIII.—The Loyalist Pioneers—Mr. Fred Woods, Linwood School, St. James.

**Monday, Jan. 13th, 5.15-5.30 p.m.—**

Grades VII.-XI.—French Lesson—  
 Miss M. M. Brooker, Dept. of Education.

**Tuesday, Jan. 14th, 5.15-5.30 p.m.—**

Grade XI.—Chlorine—An Instrument of War and Peace—Mr. H. C. Knox, Daniel McIntyre Collegiate Institute.

**Wednesday, Jan. 15th, 5.15-5.30 p.m.—**

Grade IX.—The Rebuilding of France after 1789—Miss L. H. McKnight, Lord Roberts Junior High School.

**Thursday, Jan. 16th, 5.15-5.30 p.m.—**

Grade XI.—The Plot Structure of "Hamlet"—Mr. G. E. Snider, Gordon Bell High School.

**Friday, Jan. 17th, 5.15-5.30 p.m.—**

Grade X.—Queen Anne—The Last of the Stuarts—Mr. D. N. Ridd, St. John's Technical High School.

**Saturday, Jan. 18th, 10.30-10.45 a.m.—**

Grades VII. and VIII.—The Geography of Ethiopia—Mr. F. D. Baragar, Principal Sparling School.

**Monday, Jan. 20th, 5.15-5.30 p.m.—**

Grades VII.-XI.—French Lesson—  
 Miss M. M. Brooker, Dept. of Education.

**Tuesday, Jan. 21st, 5.15-5.30 p.m.—**

Grade XI.—The Nature of Electricity—Mr. W. P. Johnson, St. John's Technical High School.

**Wednesday, Jan. 22nd, 5.00-5.30 p.m.—**

Grades VII.-IX. — John Sebastian Bach and His Music—Miss Margorie Horner, St. John's Technical High School.

**Thursday, Jan. 23rd, 5.15-5.30 p.m.—**

Grade XI.—Joseph Howe—A Canadian Reformer—Miss E. E. Moore, Daniel McIntyre Collegiate Institute.

**Friday, Jan. 24th, 5.15-5.30 p.m.—**

Grades IX. and X.—The Element of Magic in "The Tempest"—Miss Marion R. Syme, Norwood Collegiate Institute.

**Saturday, Jan. 25th, 10.30-10.45 a.m.—**

Grades VII. and VIII.—Plot Analysis of "Julius Caesar"—Mr. F. H. Ross.

**Monday, Jan. 27th, 5.15-5.30 p.m.—**

Grades VII.-XI.—French Lesson—  
 Miss M. M. Brooker, Dept. of Education.

**Tuesday, Jan. 28th, 5.15-5.30 p.m.—**

Grade XI.—The Other States—Solutions and Colloids—Mr. A. V. Pigott, Isaac Newton High School.

**Wednesday, Jan. 29th, 5.15-5.30 p.m.—**

Grade IX.—Reaction and Reform in Europe, 1815-48—Miss L. H. McKnight, Lord Roberts Junior High School.

**Thursday, Jan. 30th, 5.15-5.30 p.m.—**

Grade XI. — Hamlet — The Ideal Prince—Miss Ada Turner, St. John's Technical High School.

**Friday, Jan. 31st, 5.15-5.30 p.m.—**

Grade X.—Witchcraft in the 17th Century—Mr. T. A. Arnason, Gordon Bell High School.

**Saturday, Feb. 1st, 5.15-5.30 p.m.—**

Grades VII. and VIII.—The War That United Canada—Mr. A. W. Davie, Isaac Brock Junior High School.

**Monday, Feb. 3rd, 5.15-5.30 p.m.—**

Grades VII.-XI.—French Lesson—  
 Miss M. M. Brooker, Dept. of Education.

**Tuesday, Feb. 4th, 5.15-5.30 p.m.—**

Grades VII.-XI.—The Story of Numbers—Mr. H. E. Riter, Provincial Normal School.

**Wednesday, Feb. 5th, 5.00-5.30 p.m.—**

Grades VII.-IX.—Handel and Other 18th Century Composers—Miss Ethel Kinley, Daniel McIntyre Collegiate Institute.

**Thursday, Feb. 6th, 5.15-5.30 p.m.—**

Grade XI.—Confederation, a Solution to Some Canadian Problems in the

1860's—Mr. J. E. Ridd, St. John's Technical High School.

**Friday, Feb. 7th, 5.15-5.30 p.m.—**

Grades IX. and X.—Legends of King Arthur—Miss Alice Rowan Gray, East Kildonan Collegiate Institute.

**Saturday, Feb. 8th, 10.30-10.45 a.m.—**

Grades VII. and VIII.—The Cities of Australia—Mr. F. D. Baragar, Principal Sparling School.

## Special Articles

### INTERNATIONAL UNDERSTANDING

An ideal of international understanding can be realized by the school developing a broad unselfish tendency in the child's love impulse. This implies that the teacher must create situations in which the child will express the ideal of a World Brotherhood.

On my children, I aimed first of all, to implant the healthy concept of the world people as a group of friends. Then the interdependence of these different peoples was stressed.

To accomplish this purpose the interest and attention of the class was directed to the products which other countries send to us. (This followed a health lesson on "Planning a Balanced Meal," Classes III.-VII.) The children have suggested that clothing, furniture and other necessities be traced.

In the organization of this work, the classes were divided into groups. Each group of children was given an assignment and was responsible for having a completed report by a specified time.

A reference as to where this information could be procured was left in a conspicuous place. Each group, as well as gathering geographical data, was to prepare a short account of the people of the country in which they located the product, and be ready to describe the flag of the people.

Thus, each child in each group had something to contribute to the lesson on our "Around the World" period. One traced the course we'd take to reach a certain country, and spoke of the method of travel. Another discussed, and showed pictures of our friends in that country. Another pupil spoke of and exhibited a colored (model) flag of that nation, made by his group. If it had been possible to obtain, the national song of that country was read by another member of the group. Then the report on how these far-away friends helped us by sharing their products by trade, etc., was given.

This manner of presenting a few facts about each country we had become acquainted with through its products in our country, was followed by each group.

At the close of the period the class placed the children of other lands around a globe which some of the older members had made. Then I suggested that as we all were all brothers and sisters in one family, we make one flag, "The Brotherhood Flag," of all the different nations' flags, to fly above the world, where all could see.

This idea, meeting with the approval of the class, was soon worked out. By the time the senior members of the class

had pasted the flags on a white cloth, two of the younger boys had a flag pole ready. The flag was then attached and "hoisted high in air."

The children recognized the people in different nations as friends, as the helpful services of those people came directly from within their experience. To clinch the information gleaned from the different groups, and to strengthen their growing conception of interdependence, I had each child work on a booklet "My Helpful Friends," in his spare time.

To bring my children into still closer contact with the children of other races, I had them write letters describing their homes, clothing, community, etc. The Chinese friend or whatever friend was being written to, was asked to describe her home, clothes and life in her part of our world. These letters were posted in our "World Friends Mail Box." Another child of the class pretended she was Lotus Blossom and answered the letter. (This is carried on throughout the year).

To further give my children's love impulse opportunity for expression in a broad, constructive way, I had them pretend that some of our friends from the far East, China, were coming to live in Canada, and that we should think of ways of welcoming them. A discussion of the handicaps of the new-comers resulted (different language, customs,

etc.). However, same ways in which we could show friendliness to such newcomers, in spite of the language difficulty, were agreed upon. It is worthwhile to note that one boy suggested we follow our first "Life-Success" thought, namely:

One rule to guide us in our life,  
Is always good and true.  
'Tis, do to others as you would  
That they should do to you.'

Another absorbing activity that we are engaged in at present, and one that focuses the children's attention on the people and their occupations outside of their own community—hence promotes international understanding, is the writing of letters to friends in different parts of Canada and the United States. We are looking forward to starting a correspondence with children on other continents soon.

However, this has not been experienced as yet, but it is obvious that international correspondence helps develop a type of character resilient to meet the social order of a World Brotherhood.

I hope that the information herein submitted is sufficient to give you the idea of brotherhood as we've worked it out in Elbridge.

Sincerely,

Margaret S. Junkin,  
Elbridge S.D.,  
Fortier, Man.

#### A DICTIONARY EXERCISE

A famous American said that his most profitable study was the dictionary. He found in it the meaning and pronunciation of words, and each word was a challenge to thought. Here are some exercises that any class might follow or questions they might answer.

1. What information is given in the preface?
2. What marks are used to give accent and vowel quality?
3. Test your power to use the dictionary to find pronunciation by writ-

ing out with markings, ten common words.

4. Do you know the letters of the alphabet in order?
5. Can you make use of the guide words at the top of each page?
6. Do you know abbreviated signs and their meaning? Adj., adv., A.-S., cf., O.E., col., conj., dim., obs., pl., pp., syn., v.t., A.D., B.C., C.O.D., inst., ms., ult., viz.
7. Do you know the meaning of these prefixes—inter, non, poly, hemi, semi,

bi, contra, in, trans, circum. Find others.

8. Do you know the meaning of these suffixes—let, graph, less, fy, ly, ward, ling?

9. Can you use words corresponding to lists in 7 and 8?

10. Can you give the principal parts of these verbs—lie, lay, learn, swim, wring, ring, teach? Find others.

11. Do you know the rule for spelling words that end in ing, ed?

12. Get better phrases than—Yeah! Don't argify; I allow; don't get mad; a clever guy. Make a longer list based on observation.

13. Compare nice and lovely; business and trade; game and sport; ugly

and terrible; hard and difficult. Find other pairs of words that might be compared in the same way.

14. Compare by making sentences—among and between; except and accept; few and less; lend and loan; discover and invent. Find other pairs.

15. What is the origin of these words—quadruped, biped, telescope, telegram, monogram, primary, thermometer. Prepare a long list to show derivation of words.

16. Can you find words that tell a story such as—alphabet, sinecure, sincere, macadamize?

(This is suggested by an article in The School, and reprinted by Blackie & Sons, Toronto).

### A BELATED TRIBUTE

On Saturday evening I was foolish enough to try in a parable to express my appreciation of two old-timers who made a great contribution to education in the province; but from questions asked I am afraid the figure was very badly-conceived. In justice to the two men, and for the sake of those who are now carrying on, a plain statement is more becoming.

I was justified in paying a tribute to the first president of the Schoolmasters' Club, for I knew him perhaps better than anybody else—being an intimate friend, having spent several seasons with him in fishing, and having crossed the continent in his company. It was just a year before his passing that I spent one whole afternoon with him in Victoria. We discussed not methods of teaching, but personalities—the students that we had in common. Then did I know how great a teacher he was. True in his class-room he may have been looked upon as a teacher of mathematics, but all the time he was thinking of the mental and moral qualities that were being manifested or developed in the boys and girls around him. Referring to a prominent citizen of Winnipeg—prominent because he owed his wealth to his capacity for deluding

others, he said: "I never knew him that he wasn't trying to claim credit for other people's achievement" and referring to a lady whose name in the City was a household word because of her sweetness of disposition, her womanly graces and her outstanding contribution in social service and philanthropy, he said, "In the making of such lives I often think the school played a small part. There isn't much in the ordinary programme for people of this kind." That was the spirit in which F. H. Schofield carried out his work in the old Central Collegiate, when he was acquainted with every one of his students in a personal way. And if he insisted upon hard work and thoroughness it is because these in his mind were the passports to character.

What an insight he gave me into character as he talked of little Jake Tupper, who was the liveliest and loveliest of the irrepressibles of those days. He had upset three rooms through his mischief and his desire for self-control and it was with a sense of relief that they saw him leave the Central for a Ward school. Here he met a teacher who won his affection and his loyalty and he became her standby and support in every venture—yet retaining his in-

dividuality. One day I saw him on the street with a crowd of children about him. He was squatted on the pavement and was pulling the stub tail of a little English terrier, while it growled and bit and struggled, much to the enjoyment of all. Looking over the heads of the children I said "For goodness' sake Jake, what are you doing to the pup?" Immediately came back the response, which summed up the whole of Schofield's pedagogy in a single phrase "I'm making a dog out of him." And so Schofield, the man, was the great teacher—accepting as his fundamental belief the dictum of Rosenkranz: "The mind grows by its own activity." He believed in the doctrine of effort. Was he wrong?

With Lang, the typical visitor to the club, the contribution was of a different kind, but it was equally pronounced and equally necessary. There was no one on the staff in his day who had so striven to face the problems of philosophy and had at the same time sought to carry over his convictions into the pedagogical field. Sometimes he seemed to be a Conservative of the Conservatives—at other times a Radical of the Radicals. In earnest or as a challenge he advanced new opinions regarding political and social procedure; he urged new methods in school administration as well as new methods for presenting literature, grammar, arithmetic, history, and he made suggestions for a greatly modified programme for school and home. I do not know of any really significant departure in teaching that he had not foreseen or discussed openly. The larger unit of administration in rural districts; the evil of the examination system; the relation of high school to university—even some of the new tests and methods of recording—these are but illustrations. Was he always right? He will not say so himself. His thought, like that of all who cherish philosophy, was continually changing. His mind was ever moving in wider circles. Even yet he has not ceased growing. I think now that those who heard me on Saturday will appreciate

the figure employed, and may excuse me if I clothed my thought in mathematical symbols.

Mr. Lang was ahead of his time in many ways. His "regressive method" in history was not well set forth when he propounded it and for this reason was not understood; yet it is fundamentally sound, and every teacher will recognize it in practice. Yet a truth may fail to win favor because expressed in terms that are too abstract. That is why with most people illustration in the concrete is so necessary?

Often a little child suggests a great truth; often a mystery is revealed as if **per accidens**; sometimes reflection and even wild imagination precede discovery. But it is necessary that we do not remain where we are.

As simple mathematical truth is set forth in a simple equation, and higher truth in equations of higher form or degree, so in theory at least one may think of an equation expressed in terms of infinity in time and space—positive and negative—that will comprehend in symbol all truth, and set forth all beauty, and envision all goodness. Mr. Lang with all his reaching will not attain to it, nor will anyone with finite comprehension, but it is well to find now and again one who can say with the poet:

Build thee more stately mansions, oh,  
my soul,  
Let each new temple nobler than the  
last  
Shut thee from Heaven with a dome  
more vast  
Till thou at length are free,  
Leaving thine outgrown shell by life's  
unresting sea.

---

And probably this is more confusing than what was said on Saturday evening, but it is intended as a belated tribute to men with whom I have differed, and no doubt unwisely, in many ways, but who must be enrolled among the immortals because they were in league with truth.

"O si sic omnes!"

—The Editor.

# Education Week

As announced in last month's issue, Education Week will be observed late in February. Preparation should be made in advance. The Central Committee in charge is sending out a guiding outline. The Journal in this issue and next will furnish some suggestions. In last year's Journal several pages were set apart for similar purpose and teachers might make reference to them. The towns and cities will find it easy to arrange day and evening programmes. The one-roomed rural school must be satisfied to have parents as visitors one afternoon, and must arrange a suitable programme for them. Such a programme might consist of

- (1) An hour of school work.
- (2) An hour of special exercises.
- (3) A social half-hour.

## I. The Hour of School Work (1.30-2.30)

1. Full preparation will be made. The grounds and buildings will be clean and as attractive as possible. The work of pupils will be mounted so that parents may see it. The work books will be open for inspection. All books will be covered and carefully deposited in the desks. The blackboards will be cleaned. Pupils will be at their best in appearance and will show their parents how well they can work.

2. There will be an hour of ordinary school work. It might consist of reading lessons by any two grades; a spelling contest (words used by farm people); a quick-calculation test; a geography travel exercise; a story told; a dramatization of a reading lesson; a song by all the pupils; a physical drill exercise; a memory exercise—poems from the Readers.

## II. The Special Programme (2.30-3.30)

1. O Canada.
2. Welcome by pupil.
3. A song by the school.
4. A recitation by a pupil (Thinking).
5. **An address by a selected speaker.**
6. A reply by the teacher or by one of the pupils.

7. **A few words from an old-timer.**
8. A song or a chorus.
9. An appeal for some school necessity.
10. A poem—(Equipment wanted).
11. An offer from the School Board.
12. Teacher's closing words—(the future of the children and the community).
13. God Save the King.

## III. The Social Half Hour

1. Looking at mounted school work.
2. Exchanging ideas and good wishes.
3. Taking tea.  
(The children must do the serving. They may need to be instructed in advance).

## A Few Aids

### 1. Blackboard Mottoes.

- (1) The child is father of the man.
- (2) Just as the twig is bent the tree's inclined.
- (3) An honest man's the noblest work of God.
- (4) Life is the great adventure.
- (5) Faith, hope and love — these three; but the greatest of these is love.
- (6) Thou shalt love thy neighbor as thyself.
- (7) Inasmuch as ye have done it unto one of the least of these, my children, ye have done it unto Me.

### 2. Poems.

The two in this issue.

The poem on cover page in December issue.

The two in the inside in December issue.

### 3. Maps.

- (1) A picture of Ethiopia-Italy district, and an account of the war up to date. Full information in December issue of Journal.
- (2) Canada—showing chief resources and chief manufactures.
- (3) A chart showing where the money goes. The information will appear in February issue.

#### 4. Outlines for Addresses.

These are only rough suggestions for speakers. They may not be acceptable at all. Each speaker must present the

thought that is in his mind. Those who prepared the general programme may have been satisfied to give only main headings.

### EDUCATION FOR RIGHT LIVING

(This is not an outline for an address, but only unrelated headings, any one of which might be developed. And there are many other headings that might be chosen).

1. God's supreme gift in creation was life as manifested in plant and animal forms and especially in man who was in His own image. The whole ambition of the race should be to reproduce beings who are in His image. This sets the pace for school and home. What should the character of each be that the design of God may be worked out?

2. Life in any being means three things, (1) reaching out for nutriment, (2) transforming the material received into food, (3) using the power supplied by food for worthy ends. Man reaches out for ideals of truth, beauty and goodness; he modifies what he receives into life-patterns; he expresses his conceptions in words and actions. When he ceases to reach out for something new, or ceases to express his thought and feeling in appropriate action he dies. Some people who are walking around are dead, because they have ceased to grow. The school and home should provide food for children — rich thought, worthy feelings, noble deeds; and should encourage expression in its many forms—speech, art, music, manners, deeds of love and mercy. Education is training pupils to receive and give.

3. Life expresses itself in personal adventure and social adventure. Education should aim at the two objectives—personal and social worth. Personal worth is measured by thoughts, habits, tastes, attitudes, dispositions, power of action; social worth is measured by sympathies, ideals, willingness to sacrifice, power of adaptation, willingness to

change ideals, willingness to co-operate. The school and home at their best are agencies to develop personal and social qualities in children. The subjects of study are not ends but only means to ends.

4. Life is positive. A plant cannot grow by being deprived of food. Neither can an animal. Children cannot grow unless they are given ideas, furnished with books and other means of culture. And they cannot be scolded into perfection. The positive way is the way of encouragement. More can be done by encouragement than by censure. This is what the modern school is saying. It is in this respect years in advance of the schools of a century ago. The homes too are less rigid. Let us not go back to the old. The kind way of impulsion is better than the hard way of compulsion. It is easier to lead than to drive.

5. Life reproduces its kind. The children resemble their parents, and conform to their environment. Here is a lesson for school and home. There is much to be thankful for in every community. There are lovely homes in Manitoba and lovely schools. They are reproducing the best in personal and social life. Let us itemize the best and see if there is any improvement that can be made.

6. Life is open to attack from within and from without. From within—passions, appetites, unholy desires; from without—parasites, pests, plagues. The home and school must wage eternal warfare against these. The greatest enemies to progress are ignorance, prejudice, narrowness. Let school and home have a broad programme.

7. Life is physical and mental. Physical perfection is a worthy aim. The school is justified when it magnifies the

importance of physical well-being. Play and physical culture, the practice of health habits are not fads. They are essentials. So too mental health is of first importance. Children should be cheerful, joyous, self-controlled, judi-

cious. They should not be open to uncontrolled emotion. See what this means to teacher and parents. We often put too much value on even reading and writing. We should value everything in terms of life.

### EDUCATION FOR A LIVELIHOOD

1. Although the ideal for each person is the abundant life, he must in the process of living make a livelihood. He must earn enough to support life in himself and those dependent on him. There is a selfish and unselfish possibility here so we have to be careful. There are two kinds of preparation for making a living. The first aims at teaching skills and supplying information with regard to some definite occupation. The second aims at developing the habits of mind and qualities of character that are essential in every business. The primary school cannot do much to promote the first aim but it can emphasize the second. The home can do more to promote skills and give information, because in the home life is a matter of sharing experiences. The more nearly the school can approach the home in this regard the better. In the high schools the emphasis can swerve towards direct preparation for business life but must continue to hold in chief regard the cultural aims. And livelihood looks to more than business success. The school must think equally of success in the family, in community life, in the religious field, in politics. Both school and home must magnify justice and equality of opportunity as the keys to national and individual prosperity. There must be a possibility of livelihood for all.

2. The question of the school programme is involved. Not much change can be made as to subject matter in the early grades. Experience and reason justify what the curriculum suggests. There should be opportunity for variation from school to school and provision is made for this. In the higher grades there is a tendency to follow tradition, to put emphasis on

studies that lead to entrance to University. The parents and not teachers are mainly responsible for this. Localities are free to change the programme if they only will. What kind of school do we want in this locality? Do the subjects of study chosen and the methods of teaching followed express our ideal when we consider that our children should be able not only to live abundantly but to make a living? Are our schools making for self-centred existence or for the life of co-operation and friendly regard?

3. There is a difficulty. Young people have no opportunity to make a livelihood. A million are directly or indirectly out of employment. How educate for employment when there is no employment to be had? No use of talking in this way in most districts. That will not help any. Best centre for the time on teaching children the virtues that are necessary—thrift, industry, honesty, careful habits, thoroughness. There is however, a real problem for older people. Let them set their houses aright, confess their failure during the prosperous years, and let them plan for a better future. Above all let them not place any more burdens on growing youths than they are able to bear. The outlook for the future is appalling.

### Thinking

If you think you are beaten you are;  
If you think you dare not you don't;  
If you'd like to win, but think you can't  
It's almost a cinch you won't.

If you think you'll lose, you're lost;  
For out in the world we find  
Success begins with a fellow's will,  
It's all, the state of the mind.

If you think you're outclassed you are;  
 You have to think high to rise,  
 You have to be sure of yourself before  
 You can even win a prize.

Life's battles don't always go  
 To the stronger or faster man;  
 But sooner or later the man who wins  
 Is the man who thinks he can.

—Walter D. Winkle.

### **Wanted—Equipment**

In grandfather's time, back in sixties  
 The tools used were simple and few,  
 A pickaxe, an axe and a bucksaw,  
 And none of them shining and new;  
 But now daddy has a whole shed full  
 Of wrenches and braces and bits,  
 When anything has to be mended  
 He always has something that fits.

My grandfather reaped with a cradle,  
 He bound all the sheaves with straw  
 bands,  
 He flailed all the grain on the barn-  
 floor  
 And winnowed it all with his hands;  
 But now he has seeder and thresher,

A tractor, an automobile,  
 My goodness! if grandfather saw him,  
 How jealous the old man would feel!

But the school has the same old equip-  
 ment,  
 Torn maps, ancient books and all that,  
 And never a thing for the playground,  
 Not even a ball or a bat;  
 So sometimes we ask one another,  
 Why the boys and the girls are not  
 heeded,  
 Why they get next to nothing to help  
 them,  
 While the farm gets all that is  
 needed.

Perhaps we are smarter than old folks,  
 Can pull through by taking good  
 care;  
 But when every one else gets a portion,  
 Don't you think we might have a  
 small share?  
 We cannot take up a collection  
 For you haven't your purses along,  
 But you can give the trustees a booster,  
 And tell them just where they belong.

—W.A.

## **Elementary**

### **King Cormac's Advice to Young Boys**

As long ago as 1100 years Cormac was king in ancient Ireland. He was greatly loved by all the people for his bravery, his generosity and his wisdom. He had a reputation not only for great knowledge but for knowing the right way to bring up a boy. Indeed the kings and chieftains in the near places and far places of that country used to send their young sons to his court to be brought up. Those who listened to the words of Cormac and grew up in his ways became great men and their names are great in the legends of ancient Ireland. Here follows—

### **King Cormac's Twenty Proverbs For Boys**

Be a listener in the woods.  
 Be a gazer at stars.

Do not ask about secrets—take no notice.

Be silent in a wilderness.  
 But talk merrily where many are gathered.

Be stern in a fight.  
 Be gentle among friends.  
 Do service to the sick.  
 Be tender to the feeble.  
 Be strong with the strong.  
 Be not too familiar lest you become unwelcome.

Be not proud over a little knowledge.  
 Promise not often, lest your strength fail.

Be not over-venturesome, for foolhardiness is neither speed nor courage.  
 Mock not the old.

Boast not though you be a good fighter.

Speak about no one in his absence.  
Never reproach, but praise.  
Ask not, but give.  
For it is through these habits that  
the young grow fine and kingly.

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### One Result of Miss Gullan's Visit

Since Miss Gullan's visit to Winnipeg there have been so many questions and requests regarding books and helps on "Choral Reading," and poems suitable for this work, that we print the following:

#### Book List—

"Choral Speaking" (Expression Co., Boston, 1931)—Marjorie Gullan, has suggestions not only for schools but for choirs of business men and women. There are directions for minimum speech training, and a progressive movement toward unison speech through refrain, antiphonal and group work, with helpful list of selections for each sort of practice.

"Spoken Poetry in the Schools" (Methuen & Co., Ltd., London, fifth edition, 1933) is the most useful of Miss Gullan's books for teachers. It begins with jingles having rhythmic movements, and works out different ways of speaking various types of poetry.

"Poetry Speaking for Children," another of Miss Gullan's books—(Part I. and II. in collaboration with Percival Gurrey, Methuen & Co., Ltd., London, second edition, 1933) consists of a series of graded exercises for children under twelve.

"The Teaching of Choric Speech," by Elizabeth E. Keppie, Instructor of Choral Verse Speaking, of University of California and a pupil of Miss Gullan (Expression Co., Boston). This book gives helpful suggestions as to how to carry on all the different types of Choral Reading to all ages. It suggests selections in connection with each type. About one-third of this text is given over to complete selections suitable for Choral Reading. At the close there is a very excellent Bibliography of Books including:

Collections and Anthologies for specified groups.

Anthologies of Poetry and Books on Nature and Appreciation of Poetry, as well as a list on the Speaking of Verse.

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Requests have been sent in for each of the poems that follow:

### How Far Is It To Bethlehem?

How far is it to Bethlehem?

Not very far.

Shall we find a stable-room

Lit by a star?

Can we see the Child,

Is He within?

If we lift the wooden latch

May we go in?

May we stroke the creatures there,

Ox, ass or sheep?

May we peep like them and see

Jesus asleep?

If we touch His tiny hand

Will He awake?

Will he know we've come so far

Just for His sake?

Great Kings have precious gifts,

And we have naught;

Little smiles and little tears

Are all we brought.

For all weary children

Mary must weep.

Here on His bed of straw,

Sleep, children, sleep.

God, in His mother's arms

Babes in the byre,

Sleep, as they sleep who find

Their heart's desire.

—Frances Chesterton.

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### Rumble, Rumble, Ro!

Rumble, rumble, ro!

A-riding we will go

Down the sunny street we glide

Out into the world so wide.

Rumble, rumble, ro!

A-riding we will go.

—Author Unknown.

**I Had A Little Nut Tree**

I had a little nut-tree, nothing would it bear

But a silver nutmeg and a golden pear;  
The King of Spain's daughter came to visit me,

And all was because of my little nut tree.

I skipped over water, I danced over sea,  
And all the birds in the air couldn't catch me.

—Mother Goose Rhyme.

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**The Old Man In The Moon**

"Say, where have you been, Frank—say where have you been?"

"Oh! I've been a long way; 'Ive been to the Moon."

"But how did you get there? And what have you seen?"

"Oh, I went to be sure, in my little balloon."

"And I've seen—why I've seen the old man who lives there;

And his mouth, it grew bigger the nearer I got;

So I pulled off my hat, made a bow with an air,

And said, 'Sir, you inhabit a very bright spot'."

"And the old man he laughed, he laughed long and loud;

And he patted my cheek as he graciously said,

'You had better return, nor get lost in the cloud;

And besides, it is time that we both were in bed'."

—Author Unknown.

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The poem called "The Skipping Song," by Isabel Ecclestone MacKay, is to be found in a collection by the

author named "The Shining Ship." It is also to be found in "Highroads to Reading," Book III.

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**Kindness to Birds**

The thought of kindness to birds should be brought to the children's attention by talking about the birds, who cares for them in winter and how they are fed.

Encourage the children to feed the birds.

Hang strings of peanuts upon a near-by tree. The peanuts may be strung upon twine with a long darning needle.

String old doughnuts, biscuits or cookies each upon a string about two feet long, letting the food hang free of the tree.

Fasten with wire, good sized pieces of suet onto the branches of a tree. Upon a branch of the tree, fasten with four pieces of wire, a shallow pail cover. In it keep bread crumbs, corn and other grains.

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**The Snow Bird**

When all the ground with snow is white,  
The merry snow bird comes,  
And hops about with great delight  
To find the scattered crumbs.

How glad he seems to get to eat  
A piece of cake or bread!  
He wears no shoes upon his feet.  
Nor hat upon his head.

But happiest is he, I know,  
Because no cage with bars  
Keeps him from walking on the snow  
And printing it with stars.

—F. D. Sherman.

# Children's Page

## Growing Up

When I was a baby I slept in a crib,  
And when I ate breakfast I wore a  
large bib.  
But now I am older I sleep in a bed  
And have a white napkin like grown-  
ups instead.  
When I was a baby my crib round about  
Had quite a high fence so I couldn't  
get out.  
But now I am older I sleep the night  
through.  
You never can tell what a baby will do.

When I was a baby I crawled on the  
floors.  
But now I am older I run out of doors.  
When I was a baby I made a big bubble.  
But now I am older I talk without  
trouble.  
When I was a baby I played with my  
toes,  
Which gave me great pleasure—or so I  
suppose.  
But now I am older I really can't see  
Why playing with toes was a pleasure  
to me.

—Ralph Bergengren.

## EDITOR'S CHAT

Instead of the Editor's Chat this week I am giving a story written by M. E. Borland in the Christian Science Monitor. It is better than anything the editor could write. It may be that you know about other fights that are quite as useless:

The black buttons, the white buttons and the red buttons, a few brown buttons and some brass buttons all lived together in a little wooden box with a lid. It was fortunate that the box had a lid or some of the buttons would certainly have jumped out long ago.

One morning a dispute arose between the black and the white buttons as to which were the stronger.

"We are the stronger," declared a large black button.

"You are not," snapped a shiny white button. "Your material is poor—very poor," she continued. "I saw one of you fall to pieces only yesterday when a rubber ball happened to hit him."

"Ho, ho, ho!" laughed a small black button. "Why, half of your buttons are broken the first time they go through the wringer."

The other buttons in the box had kept silent thus far. But now a pretty green button spoke. "Both the black and the white buttons have great strength, but I think that beauty is more important than strength. And I am beautiful; everyone tells me so." And she gave a haughty look upon those around her.

"You needn't boast, Mrs. Beauty Spot," snapped a large black button. "You can never be of use to anyone because you cut every thread that is put through you."

"Let us go to war," suggested another black button. "We'll decide once and for all which are the stronger."

"All right," agreed the white buttons in unison, "and—we—will—win!"

"No, no, no," cried the others in the box. "You must not go to war! Please don't go to war!"

But the black and the white buttons were already beginning to take their places on either side of the box. Then the fight began.

Bing bang, bing bang!

The brown buttons and the red buttons and the little brass buttons hurried to the corners out of the thick of the battle.

The fighting buttons banged into each other. Some were knocked against the sides of the box. Some were tossed to the lid. A number had pieces broken off. Many were broken to bits and would never be of use any more.

The colored buttons did not like to interfere but when they saw the black and the white buttons being broken to pieces they tried to stop the fight.

"Silly buttons," protested a bright red button. "You can never settle a dispute in this way. Both may be strong, but your strength is being lost in this terrible battle, when it is really needed to keep clothes together. At this very minute a large white button is needed for Billie's blue suit."

A shy little brass button spoke up. "And only this morning I heard Arline Rose say that she needed three black buttons for her red dress."

But the warriors would not listen to the words of the would-be peacemakers.

Bing bing, bang bang, bing bing. And the battle continued. They fought hard and fast.

The little green buttons crouched farther into the corners and shook with fear. Some of the others looked on with horror as they saw many of their friends being broken to pieces.

Then suddenly the leader of the black buttons received a blow that sent him spinning in two parts.

"Oh, oh, oh," he groaned. "I can't fight—any—more."

"Now the battle is ours," shouted several of the white buttons together. And they plunged into the battle harder than before, while the black buttons fought on, determinedly.

Suddenly the lid of the box opened and Billie's mother picked up the large white button, the leader of the white buttons, to sew on Billie's suit. Every one of those black buttons breathed a deep sigh of relief.

Their leader gone, the white buttons began to lose courage and to retreat.

Then a large brown button stepped forward and raised his hand for attention. "Listen to me," he said in a deep voice. "You are gaining nothing by this battle. You are only destroying each other. You must stop at once. Of course you are both very strong, but the important thing is to use your strength in a useful way."

The black and white buttons were worn out and discouraged, and since their leaders were both gone, they were ready to listen to talk of peace. They began to realize, too, how ridiculous and unnecessary their fighting had been. They saw that it was of no consequence which buttons were the stronger, but which did their work the best.

And so they became good friends once more, lived happily together in the little wooden box with a lid.

## OUR COMPETITIONS

Never had we a finer lot of stories than those sent in this month. The poor Bedlow family was well provided for; Maisie's stocking was filled again and again, and the birds had a lovely Christmas party. Among the contributors were:

Blyth School—Fern Elder, Doreen Lewis, Irene Harris, Margaret Lewis; Hillside School (Griswold)—Dora Stadnyk, John Badowicz, Clemence Grosjean. Ste. Elizabeth School — Hilda Braun; Irwinton School — Margaret Davidson, Myrtle Kilgour, Louise

Graham, Annie Hubar and several others; Glenora School—Beatrice Pearson, James Collins, Edward Collins, Harry Combers, Annie Lindsay, Elsie Simpson, Irene Sutton; Flora School (Pilot Mound)—Eldon Mitchell, Mildred Kester, Margaret Grassick; Birtle—Everall A. Barreau, James Leaming, Philip Barreaux, Clarence Shillington and others; Swan Valley — Mitchell Bartkow; Oatfield — Robert Daily, Clema Daily, Jack Parkes, Yvonne Dixon; Hintly School (Cartwright)—Myrtle Smith, Gladys Nabon; Morden—

Tina Neufeld, Ellen Derken, Harry Hiebert; Millcreek School (Poplar Point)—Dennis Epps, Christian Craig, Victor Jansen, Jane Andrews, John Brown, Shirley Anderson, Jimmy Scales.

Previous contributions that came too late for the issues included Jack Gowan and Percy Criddle of Treesbank; Marie Clopitts and six others from Roland, all very fine, and five very fine attempts at poetry from Millbrook School.

had read the note and gave her the things she wanted. Maisie picked them all up and ran into the room where her father and mother were. Maisie showed all her presents to them. She had her breakfast and started to play with her toys. She played all day with them. She went to bed happy with her doll in her arms.

Myrtle Kilgour,  
Age 12, Grade VI.,  
Irwinton School.

### What Maisie Found In Her Stocking

On Christmas Eve Maisie put her stocking up by the Christmas tree. She went to bed early wondering what Santa Claus would bring her. She wanted a little set of dishes and candies. She also wanted a doll and a toy watch.

Santa Claus came that night with his big bag of toys. He went into the girl's room to see if she was asleep before he put any toys or things in her stocking. He went over to her stocking and saw a white piece of paper which he opened and read. It said

"Dear Santa,

I want a doll, a set of dishes, candies and a toy watch. I am a good girl.

Maisie."

Santa opened his bag and put the candies, toy watch and the doll in her stocking. He put the dishes beside the stocking as there wasn't room in the stocking. Santa went away to another house.

In the morning Maisie got up early to see what she got. She saw that Santa

### Next Month's Competition

Our competition this month is a peculiar one. It is for Grade VI. pupils and older. Here is a little poem. Read it through silently and then aloud. What do you see? What do you hear? What lesson did the poet wish us to learn?

### I Heard a Piper Piping

I heard a piper piping  
The blue hills among—  
And never did I hear  
So plaintive a song.

It seemed but a part  
Of the hill's melancholy:  
No piper living there  
Could ever be jolly!

And still the piper piped  
The blue hills among.  
And all the birds were quiet  
To listen to his song.

—Seosamh MacCathmHaoil, in "The Mountainy Singer." (Boston: The Four Seas Company).

### LIGHT

I was walking in the darkness  
With only my hands for a guide  
Blaming someone for having forgotten the light  
When I suddenly remembered  
To open my eyes.

—Dorothy Costrill—New Haven High School.

## School Problems

**My Problem Was Dirt.** I first saw it as I approached the school building. There was a pile of ashes just to the left of the entrance; there was evidences all around that during vacation the cows had used the playground as a pasture; there was not a clean window anywhere, and it seemed to be that the building had never been painted. The wood was scattered here and there; one of the hinges was lacking on the lavatory door; there was a coating of mud on the entrance to the school. Inside it was equally dirty. The floor had not been scrubbed for months and during vacation the dust had settled on the ink-stained and battered desks. There were pictures on the walls but the borders were tattered and torn; at first glance I gathered that the equipment would be in equally faulty condition. And when the pupils came with their text-books, torn and tattered, and their hands and faces black with last week's grime—I knew that my first duty was to clean the outside of the cup a little before attempting to put anything within. It was not that inside the cup was any cleaner, for during the first day when I heard coming from the lips of pupils language that no child should even hear that I found myself misquoting an old, old text, "The sins of the fathers shall be manifested in the children even to the third and fourth generation."

What did we do? Not a lesson that day but a game of clean up. Ranged in two companies we attacked the grounds—piled the wood; sent one boy to bring a rake and another a shovel so that we might bring order to the yard; set the inside squad to tidy the room as best they could and fix if for the afternoon assault. In the middle of the forenoon we had a story-period—out of doors of necessity; then a nature lesson

with contributions from the children, each one only too anxious to provide something. In the afternoon I brought a hammer and nails and the oldest boy undertook to make repairs, while the girls who had brought soap and water, brushes and rags, began on the desks. That day we did not get to the floor. But when the desks were scrubbed, we took down the pictures and scissored the edges and then tried remounting in a new setting. Here again we rested, for we had a picture-story that promised more, if I could judge by the faces; next the windows were washed and the curtains hung as carefully as possible. Then we all took time to wash our hands and faces; then to sing a song and with "Good-night children! Good-night teacher," we decided to call it a day.

That was the beginning. Next day came the attack on equipment—maps and books and all the rest, and here it was a relief to note that the clean desks had already preached their sermon. I noticed indeed that the hand-washing of the day before had been repeated before the children came to school. So when we began in the morning to find out where they were in their studies, I asked them what they had learned yesterday that they could use as a motto for the school, there was unanimous agreement when one of the boys said "Be clean!"

That then was the approach, but not the finish. The finish was later, later. When the inspector came, he used only three little words to me, which the children could not understand, but which filled my heart with joy. His words applied to more than externals. They had regard to conduct and language and all that measures life. Here they are: "This is education."

# Normal School Section

## DRAMATIZATION IN THE PRIMARY GRADES

The surest approach to a child's heart is by way of that long trodden path, the story, and dramatization is the climax or acme of story telling. Every child loves to play and to pretend. Just as surely as day follows night after telling or reading of a story comes the desire to play it. Because this desire is so inbred in our pupils, let us not hesitate to use it to the child's greatest advantage.

Over and above the fact that dramatization will captivate and hold the child's attention, there are other factors which decisively prove that we cannot afford to neglect this phase of primary work. Have you ever heard your pupils say, "I tole yuh so" or "When I was comin' tu school I seen my bes' frien' standin' by the pos' office."

Every day the teacher asks herself, "What can I do to remedy this slovenly speech without continually nagging at my class?" Dramatization is the solution.

Every time you dramatize you are having a language lesson and a golden opportunity of establishing a high standard of spoken English is afforded you. Make your pupils word-conscious, teach them to listen for mistakes and insist that they speak correctly. "All very well," you may say; but if you continually interrupt the playing of a story to make corrections, the children lose their inspiration and desire to play it. Quite so. A good rule is never to interrupt a story once it has begun. Wait until the production is finished, then discuss it. First it is always wise to compliment on the good points, thus—"Didn't Jack speak out well? My! Jack has a fine clear voice!" In all is born the desire to have fine clear voices.

Next begin your constructive criticism—"Could you hear what Mary said? Don't you think Mary should try to speak a little louder? Did you notice

Billy said 'This porridge ain't no good,' What should Billy have said?"—and so on until all mistakes have been brought to attention of the pupils and properly corrected. Then allow a second and even a third reproduction of the story and the marked improvement will justify all time spent in correction.

In working this way you are laying the foundation of desirable habits of speech and gradually as the term progresses you will find your class advancing in fluency, in flexibility of voice (so vital to good reading), in correctness of enunciation and in distinctness of enunciation. All vital factors which place untold possibilities of clear self expression at the child's lips and make teaching in the higher grades so much easier and more enjoyable.

Let us now deal with how to dramatize. There are no doubt other and possibly better methods but I will endeavor to explain the one which I have followed and found successful.

Tell the story as a whole without stopping for question or comment and finish without mentioning the moral if any. Tell the story again on succeeding days as often as is necessary to have the children know it. A reproduction from them should never be required after the first telling, but, after hearing the story once, the children may be asked to make a picture of something they saw in the story using crayons, scissors, pegs or plasticine, anything as long as the child can give conception of the picture in his mind.

On succeeding days draw out through discussion the main points in the story. Let the child tell a certain incident in his own way. All answers must be spontaneous and willing. Never force any answer for you may be fairly certain that if a child is not eager to talk, that he has nothing to say and the story has failed in so far as he is concerned. If

the whole class is unresponsive, then there is something amiss with your lesson and ensuing lessons should be remodelled so as to reach even the child most inarticulate and difficult of approach.

Next certain parts of the story may be acted, then comes the proud honor bestowed on some child of telling the whole story. The final step is dramatization.

If left largely to the ingenuity of the children dramatization invariably proves a wonderful means of developing originality, initiative resourcefulness and executive ability. When a story is thoroughly known and when it has reached the stage where you feel the children may reproduce it to the advantage of all concerned, there must necessarily be a short period wherein teacher and pupil decide which characters shall live, locate the stage and collect all necessary equipment. Don't be afraid to use a yard stick for papa bear's spoon, for although the article be grotesque to you, to the child it is very real and essential.

As the action begins simply insist that the characters tell what they are doing and the dialogue will follow with amazing verbosity and force, and if all difficulties have been anticipated and carefully dealt with, the actual dramatization is certain to prove a highly satisfactory performance. After the first production, compliment, criticize kindly, make suggestions and allow a second and even a third playing if the time permits.

In dramatization we have the key solution to several puzzling problems, namely these—"How can I encourage the indifferent reader?" "How can I make poetry live?" In the first case the hope of being permitted to play a story will encourage even the most backward pupil to master the reading of a difficult selection. In the second case, nursery rhymes and child verses seem to naturally lend themselves to dramatization. Here are a few illustrations:—"There were two black

birds," "Humpty Dumpty," "When I'm a man, etc.," "One, two, buckle my shoe"—and countless others readily lend themselves to active playing. When your pupils are restless, stop work and let them play a nursery rhyme with lots of action in it. You will find it takes the wiggle out of them and after a bit of fun they settle down to work with a will.

For Grades 2, 3, and 4 there are a few poems which lend themselves to outdoor dramatization. With such a poem promise your class that as soon as all have memorized it they may play it outside. Immediately the poem becomes exciting, interest is keen and once acted will rarely be forgotten; for to act or do is to fix firmly in the mind.

My experience is limited but here are a few helpful hints which I have garnered during my teaching which I would like to pass on to you.

1. Never dramatize until a story is thoroughly known.
2. Never permit mumbling or slovenly speech.
3. Never force a child to take a part. Dramatization when properly applied will prove so attractive that the pupil will be more than willing to be anything from a mooing cow to a sedate queen.
4. Encourage initiative and original ideas.
5. Continually change pupils from one part to another. Never demand that speeches be exactly as teacher says for when speeches are memorized from the teacher they are hence the teachers, not the pupil's and the dramatization has lost its value.
6. Above all keep in mind that dramatizing is a form of play and not a piece of finished acting.

Through careful and constant supervision and playing of stories the teacher gets to really know her little flock. How wonderful it is to see the child's mind grow and expand in trained thought,

how pleasant it is to hear him express himself clearly and well and how satisfying it is to know you have the affection and confidence of your pupils.

Hence in conclusion I repeat—dramatization is a school activity surpassed by none in the achievement of results.

—L. J. Kitchen.

### SAFETY KNOWLEDGE

Here is some information presented by a Grade II. class in a city school. It shows that at home or in school or through communication with each other, or through newspapers and sign-boards, they have picked up knowledge that has had for them some meaning. It is to be noted that the information is all presented in negative form: "Don't do this or that!" Is this unfortunate? Does it suggest that there is a positive approach which is quite as open and which emphasizes permission rather than prohibition? Which is better "You may do this?" or "You mustn't do this?" And if there is too much of the "mustn't" in life outside school, does not the teacher's great opportunity come when she can emphasize "You may"? Here is the list. Every rule chronicles an experience.

Don't put your paint brush in your mouth. Don't bite your finger-nails. Don't chew a pencil. Don't chew erasers. Don't eat too many sweet things. Don't get off moving automobiles. Don't throw stones. Don't stand on the running-board. Don't play with ashes. Don't play with knives. Don't play with a sucker in your mouth. Don't put your fingers in your mouth. Don't touch strange horses. Don't eat icicles. Don't play with fire. Don't climb ladders. Don't climb telegraph poles.

Don't play with strange dogs. Don't run across streets. Don't play with sling-shots. Don't play with guns. Don't hang on trucks. Don't eat snow. Don't play in the lane. Don't play on the street. Don't skate or play on the river. Don't put things near a person's eyes. Don't play with hanging wire. Don't put things in your ears. Don't play with broken glass. Don't eat between meals. Don't put pins in your mouth. Don't play around the door of the train. Don't cross the street without looking both ways. Don't cross the street except at cross streets. Don't climb roofs.

It was very interesting to the children to give these rules to the teachers rather than to have the teacher give them to the children. In all teaching should not the pupils have an opportunity to contribute when they can? Will you think this over in relation to the teaching and the government of yesterday. Is it true that "one begins his education when he begins to take himself in hand"? Is it true that in the limit "all culture is self-culture"?

Finally as a teacher have you read "Culture and Restraint," by Hugh Black? If you have, you will know what is meant by the **negative** as opposed to the **positive** approach, in teaching.

### By Anthony Eden, M.P.

I came across, the other day, a quotation from Lord Courtney which seems to me admirably to express the faith that will not fail us:

"There will be many who tell us we are dreamers . . . dreamers of fine dreams; that the world is governed by force, has been so governed, and ever will be.

"It is they who are misled. The force

they speak of is physical force, which comes and passes; those who gain the earth by it gaining but a transitory honor.

"The force which really governs the world is the force of morality. It is this moral force on which we build; it is through moral force we shall win the victory."

I am convinced myself that Lord Courtney will be proved right.



## DEPARTMENT OF THE

*Manitoba Educational Association*

## SOME FUNDAMENTALS OF POETRY

(By Watson Kirkconnell)

(Continued from previous issue)

Rhythm and tone-color, taken together, comprise the essential relationship between poetry and music, a relationship that has been well-nigh forgotten since printing made silent reading the rule rather than the exception. It was not so in ancient Greece. There, according to Plato, the boy of thirteen, who had already learned Homer by heart, was taught to chant this poetry to the accompaniment of the lyre, improvising as he went along an accompaniment in harmony with the spirit and meaning of the passage sung. Such creative interpretation involved unusual insight into the musical capacities of poetry, and while I see no prospect of our reverting to Greek methods, I do see in the present encouragement of spoken poetry an invaluable deepening of appreciation. Every student should learn to read poetry aloud with pleasure, intelligence, and emotional power. Silent poetry is almost as bad as silent music, and should not be tolerated in education.

Nevertheless, there is a phase of poetic technique independent of voice and ear, a phase in which poetry shares the domain of the painter and appeals directly to the mind's eye by means of imagery:

"As the imagination bodies forth  
The forms of things unseen, the poet's  
pen  
Turns them to shapes, and gives to  
airy nothing  
A local habitation and a name."

Words have potency to conjure up in the mind, unassisted by external stimulus, a semblance of things seen and experienced; nay more, as the quotation from Shakespeare indicates, such imagery may achieve the high function of defining indefinable spiritual qualities, of communicating much that is otherwise incommunicable in human thought and experience. Aristotle has said: "The greatest thing of all by far is to be a master of metaphor. It is the one thing that cannot be learned from others; and it is also a sign of original genius, since a good metaphor implies the intuitive perception of the similarity in dissimilars." This dogmatic statement by Aristotle, who was not a poet, has been amplified by Coleridge, who was. "Images," said Coleridge, "however beautiful, though faithfully copied from nature and as accurately represented in words, do not of themselves characterize the poet. They become proofs of original genius only in so far as they are modified by a predominant passion, or by associated thoughts and images awakened by that passion; or when they have the effect of reducing multitude to unity, or succession to an instant; or lastly, when a human and intellectual life is transferred to them from the poet's own spirit."

Let us briefly consider a passage from **Antony and Cleopatra**:

The barge she sat in, like a burnish'd  
throne  
Burn'd on the water: the poop was  
beaten gold;

Purple the sails, and so perfumèd that  
The winds were love-sick with them;  
th' oars were silver,  
Which to the tune of lutes kept stroke,  
and made  
The water which they beat to follow  
faster,  
As amourous of their strokes . . . .

The city cast  
Her people out upon her; and Antony  
Enthron'd i' the market-place, did sit  
alone,  
Whistling to the air; which, but for  
vacancy,  
Had gone to gaze on Cleopatra too,  
And made a gap in nature."

The non-figurative portions of this passage are a close rendering from North's Plutarch. It is the similes and metaphors that infuse life and power into it. The opening image puts the scene imperishably before our view; while the succeeding figures, representing the winds, the waves, and the very air itself as yielding to the elemental power of love made corporeal in Cleopatra, give an intense organic unity to the whole passage.

Study of the image is often of unusual interest in 20th century poets, many of whom have chosen to concentrate on the image and to consider the phonetics of poetry as secondary and even negligible. The following passage of free verse by T. S. Eliot, apart from the statement that there was yellow, smoky fog on a soft October night, is one long series of images, unified by the conception of the fog as a huge and friendly cat:

"The yellow fog that rubs its back  
upon the window-panes,  
The yellow smoke that rubs its muzzle  
on the window-panes,  
Licked its tongue into the corners of  
the evening,  
Lingered upon the pools that stand in  
drains,  
Let fall upon its back the soot that falls  
from chimneys,  
Slipped by the terrace, made a sudden  
leap,

And, seeing it was a soft October night,  
Curled once about the house and fell  
asleep."

Here, again, high school students might gain fuller insight into the method and achievement of a poet, by segregating and classifying the imagery of poems—considering in each case its amount in proportion to the whole poem, its varied sense appeal in color, form, sound, taste, smell or touch, and its appropriateness to the basic theme. There may be danger in too much preoccupation with such a study, but if it succeeds in sharpening one's awareness of imaginative appeal and of the contribution of such imagery to a poem's total effect, then much will have been gained.

Rhythm, tone-color, and imagery are the chief technical ingredients in poetry, yet poetry is something far greater than the mere sum of these elements. What Abt Vogler says of music is perhaps even truer of poetry:

"And I know not if, save in this, such  
gift be allowed to man,  
That out of three sounds he frame,  
not a fourth sound, but a star."

Wordsworth, again, is obviously thinking of far more than the subtleties of craftsmanship when he declares: "To be incapable of a feeling for poetry, in my sense of the word, is to be without love of human nature or reverence for God."

At this point, we must guard against a sentimental sort of mysticism, very popular in our day, which, usually with vague references to the aesthetics of Croce, throws craftsmanship out of the window and wantons shamelessly with mere emotion. Such theorists glibly justify every breach of poetic form by asserting the supremacy of poetic "inspiration" over such trifling matters as rhyme, rhythm, imagery, or diction.

The truth is rather that the higher purposes of poetry do not over-ride form; they subsume and transcend it. Croce himself says: "The poet or pain-

ter who lacks form, lacks everything, because he lacks himself. Poetical material permeates the souls of all: the expression alone, that is to say, the form, makes the poet." This point is reaffirmed by Lascelles Abercrombie: "It is an absolute necessity to us as human beings that we experience such significance as is given to us by poetic form . . . It is incomparably the most important effect that poetry can produce; and it is to this that we must look for the function of poetry."

These are dark sayings. Some light is cast on them, however, by two or three definitions from Prof. Abercrombie:

(1) "Poetry is the expression of imaginative experience, valued simply as such and significant simply as such, in the communicable state given by language which employs every available and appropriate device."

(2) "The form of a poem is the means whereby the imagination in it is at least fused into a unity, or rather expresses itself as a unity, similar to that which it must have had in the poet's mind in order to be the motive actuating the whole composition."

(3) "A poem has no form unless everything in it unites into a single complex impression . . . an impression that everything in the poem is there in assured significance."

Every individual lives in a relatively narrow world of comprehension and experience. It is the glory of imaginative literature, and above all of poetry, that it can communicate to us something of the experience of others, particularly of those poets who have been more sensitive than others to the profundities of life. Any true poem begins with an experience on the part of the poet as a man, some emotional crisis, great or small, some thrilling moment of imaginative comprehension. Whether or not that experience will ever be adequately communicated to another living being, will depend on the writer's mastery of the art of poetry. The initial experience is of course vitally important; and the great experiences of great minds are

naturally far more valuable than the little experiences of little minds; but without artistic mastery no effective experience of any sort will be passed on.

It is central to that effective transmission that every phase of technique should be in harmony with the motivating experience of the poem. Metre does not exist for its own sake; the poet must choose from a wide range of possibilities the rhythm, line-length, and verse-pattern that most aptly serve his present purpose. Variety within the type there will be, of course, as part of the inherent nature of rhythm, but even this will be skilfully modulated in keeping with the development of thought. Tone-color, in similar fashion, must be a willing servant, and not a defiant rebel. It may knit single lines into unity, link line with line, and create an integrated effect throughout a whole stanza or even a whole short poem; but the tone-color must be in harmony with the dominant experience of the poem. A complex pattern of gutturals and explosives, no matter how ingenious and brilliant in itself, would be utterly out of place in a lullaby; while a delicate design of labials and sibilants would take all the life out of a college yell. The tone-color is fundamentally different in "*Sweet and Low*" and in "*Ki Yi Yip!*" The same principle applies in equal force in the case of imagery. No image, no matter how rich and beautiful, should be admitted to a poem, unless its evocations are in harmony with the master-impression of the poem. If the original experience of the poet is really powerful and significant, it will dominate all of his thought and feeling at the time. If the poem by which he later transmits the experience is to have the same unity of consciousness, it must admit no sensations that would adulterate the singleness of the impression. Imagery, tone-color, and rhythm are all caught up in a complex but assured unity of significance. "*True judgment in poetry, like that in painting,*" said Dryden, "*takes a view of the whole together, whether it be good or bad.*"

"Inspiration" is a much abused word, and becomes almost meaningless if divorced from that technical skill which can be acquired only by years of painful labor. In the creation of a poem, there is indeed a stage in which the poet's eye is rolling in a fine frenzy, and when the inward warmth of creative excitement may be so intense that it is unsafe for the poet's wife to call him to dinner. In this stage of heated improvisation, all of his acquired skill is brought into unconscious play. Just as the tennis champion, in the course of a keenly contested match, uses cut and drive and lob and smash and volley with eager and unconscious mastery, so the poet's mind, trained in long apprentice years, throws up metaphor and simile and tone-color and intricate metrical variation, all under the pressure of deep emotion. Poetic composition differs from a tennis match, however, in that revision of every stroke is possible at leisure. Bliss Carman once told me that for him the revision of a single lyric often meant a week of hard labor. To the shaping force of the original creative experience, there is almost always added the conscious application of every appropriate contrivance known to the poet. When we read the finished poem, it is not easy to discriminate between the former and the latter labors of the poet. In the case of Keats, where manuscript evidence is available, we know that his most beautiful passages are often the definite result of conscious revision.

Be that as it may, the magnificent fact remains that through the art of poetry we have vital access to rich, powerful, and significant experience. This access is of paramount importance

in education, for the ultimate aim of pedagogy, as I conceive it, is not merely to condition each child so that he may be a happily adjusted cell in the social organism. A human being should be more than the sum of his conditioned reflexes, more than a well-fitted cog in a sociological machine. I have not lost faith in the existence of human personality, nor my passionate belief that human personality is the most significant thing in the whole range of terrestrial being. Central to personality is the free working of a self-motivated spirit, whose highest adjustments to life are not passively received from without but are actively achieved from within. Some of its highest qualities will be moral judgment, aesthetic judgment, and imaginative sympathy, none of which can develop except by their own exercise. Moral judgment requires a continual facing of moral issues; the aesthetic judgment requires likewise a vast variety of aesthetic objects between which to discriminate; while imaginative sympathy grows best in a sensitive awareness of the deep interest of human personality in all times and among all peoples. The direct range of such experience is pitifully circumscribed for all of us, but through the strange miracle of imaginative literature we are able to share in the varied experiences of thousands of great personalities, men and women who have suffered and enjoyed greatly and who, out of their myriad apprehension of life, have transmitted something of themselves to posterity in forms of moving beauty. The final task of education is the nurture of the human spirit; and in that task, nothing on our curricula can surpass the importance of poetry.

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### A Worthy Tribute.

In Brandon Normal School a tablet has been erected to the memory of the late William B. Beer, for many years vice-president of the school. The unveiling was witnessed by his associates

and by many of his old students and by the citizens of Brandon generally. The addresses bore testimony to his worth as a man, as a teacher, and as a citizen. It is given to few to play such an important part in the making of a nation.

# News from the Field

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Mr. Lorne W. Locke, formerly of the Happy Lake School District, has been engaged as teacher in the school at Balsam Bay, Happy Lake having been closed for the winter months.

Mr. Emerson H. Denike has been engaged as principal in the Myrtle School for the remainder of the term.

A new school room has been opened in the School District of Tolstoi. Miss Claudie Wachna will be in charge of the work there.

Miss Kathleen V. Heindel has taken over the work in the Glenn School, East Braintree, to replace Miss Anne M. Hawrysyshyn who has been transferred to the Beauty Park School recently opened in the Birch River Municipal area.

Miss Roberta E. McDougall, formerly of Tremont District, has been engaged to replace Miss Ida E. Waines as teacher in the school at Sanford. Miss

Margaret C. Martin will replace Miss McDougall at Tremont.

Miss Renee Deniset has been engaged to complete the term as teacher in the Ste. Anne West School.

Miss Ethel I. Rushforth has resigned her position as teacher in the Pioneer School, Ashern. Miss Georgina E. Crowe will replace Miss Rushforth here.

Miss Helen F. Purdie is teaching in the Victory School, Altamont.

Miss Kathleen Greenway, Roblin, has secured a position on the teaching staff of the King George School, Norwood.

Mr. Allan Shirtliffe, formerly of the Darwin Station School, Whitemouth, has taken over the work as teacher in the Earl Grey School, Lockport, for the remainder of the school term. Mr. G. L. Marsh who has been teaching at the Earl Grey will replace Shirtliffe at Darwin Station School.

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## Book Reviews

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We have received from Clark, Irwin and Company a copy of "A Canadian Headmaster," by Professor Watson Kirkeconnell. It is a story of his father's life and work at Port Hope and Lindsay, and is indeed a wonderful tribute from one teacher to another, and from a son to a father. Never has Professor Kirkeconnell penned anything with greater love and care, and there is not a sentence written that should be recalled. It is impossible in these pages to review the book, since any review would do it an injustice. All we can do is to urge teachers to find a copy, and to pattern their lives after this pioneer who was not only a teacher, but a scholar, a national figure, and a nobleman born.

All children and most people love a fairy tale, and all people old and young love babies. Therefore people will find a charm in the little book Tony issued from the Ryerson Press. The writer is Basil B. Campbell and the illustrations, which are particularly attractive, are by Kay Bell. The meeting of Tony with "Witcherie" and the Fairy Godmother is quite as interesting as the lunch with Mr. Lark and the conversation with Mr. Bumblebee. The mention of these will suggest the nature of the book. As it should the story ends happily. The fear of nature is conquered by trust in the guardian angels.

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**L'encrier**—A very fine issue of the Wawanusa High School paper has ap-

peared. It is an historical number and is interesting from cover to cover. The original poetry and the French compositions will be thoroughly appreciated.

Students who edit a paper like this not only help the community but receive an education while they engage in the work.

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## Health Department

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### HEALTH OF THE SCHOOL CHILD

(Continued from a previous issue)

The eyes and ears have been called the gateways of the mind. The ears serve a twofold function; namely hearing and assisting in the maintenance of equilibrium.

The ear is divided into three parts. The external ear catches the sound, turns it into a canal about one inch in length at the end of which is found the ear drum. Beyond the drum is the middle ear which is connected with the upper part of the throat by a tube called the eustachian tube. Farther back, encased in bone, is the inner ear, a very complicated structure with direct connection with the central nervous system (brain and spinal cord).

The eustachian tube opens and closes during the act of swallowing, permitting air to enter the middle ear cavity. It is important that a normal air pressure balance is maintained in the middle ear with that of the external atmosphere. It is by means of this tube that infections extend from the nose and throat into the middle ear, causing inflammation and ear discharges which may lead to serious disease and deafness. Thus the common cold, measles, scarlet fever, diphtheria, whooping cough, diseased tonsils and adenoids are the underlying causes which lead to deafness.

It is obvious then that the proper functioning of the ear depends largely upon the healthy condition of the nose and throat. Without adequate hearing, children are seriously handicapped in the class-room. And yet children sometimes continue in school for some time

before the hearing defect is discovered. Acts of disobedience and other behaviour difficulties arising out of the child's infirmity are frequently ascribed to wilfulness, while retarded speech development, backwardness at school and conduct problems may be attributed wrongly to mental deficiency or general waywardness.

#### **Hygiene of the Normal Ear.**

Ordinarily the ears require but little hygienic care. Normally the glands in the canal secrete a brownish, wax-like substance called cerumen; the excess secretion usually takes care of itself by appearing at the orifice and is cleaned away by the towel when wiping and drying the ears.

Injury and infection of the canal is most likely to occur should one attempt to use the finger nail, hairpin, matches or other such articles to clean the ears or to scratch them if there is irritation. There is an old saying that "nothing smaller than one's elbow should be placed in the ear," because the ears are too precious to entrust to unskilled hands.

The hairs which line the ear canal should never be pulled out, as serious and painful infections like boils often result.

The prevention of deafness depends chiefly upon proper care of common colds and adequate treatment of other infections, keeping the nose and throat in a healthy condition, securing skilled care if any injury occurs, or if symptoms of ear disease appear. There are four very important things to impress

upon children regarding the care of the ears:

To blow the nose gently and never forcibly, so as not to force infection into the middle ear. For the same reason, the nose should not be washed out, or the ears syringed except under a doctor's direction.

To avoid putting anything into the ears, other than the tip of the finger covered with a wash cloth.

To avoid diving if there is a tendency to ear trouble. Diving and under water swimming is forbidden if the ear drum membrane has been perforated.

To refrain from striking another person's ears, or shouting into his ears.

The teacher should therefore be constantly on the lookout for evidence of defective hearing or symptoms of ear disease. These are as follows:

The child who fails to answer, or who asks to have questions repeated.

The inattentive or stupid looking child.

The child who continually fails to carry out instructions, or whose facial expression indicates that he is not aware of all that is going on about him.

The child who spells or articulates badly, or who has a monotonous expressionless voice.

The child who tires easily, has difficult nasal breathing, picks at his ear; who has a discharge or odor from his ear, or complains of earache.

The child who fails to associate naturally with other children.

\*There is an important difference between children who are born deaf or lose their hearing before learning to speak, and those who become deaf later. The latter are sometimes called the "deafened."

Partial deafness, a condition of "hard of hearing" is not only a handicap to a child in acquiring knowledge, but it also interferes with normal language development. The effort to hear causes nervous strain and the barriers established tend to develop unfortunate "shut in" emotional characteristics. To treat this condition it is necessary to discover it as early as possible.

Every child should have an annual test of hearing. Such a test is often made by noting the distance at which a whisper or the tick of an Ingersoll watch which can be heard at a distance of forty-eight inches. One of the best of these rough tests is to whisper a series of numbers with the same force, while the child stands twenty-five or thirty feet away in such a position that he does not see the teacher's lips. The child has one ear closed, and repeats the number as he hears them with the open ear.

An improvement over this method is the use of an audiometer, an instrument which makes a sound that can be adjusted by the observer to a definite degree of loudness. The 4A Audiometer, which gives a test to 40 children simultaneously, may be used with advantage for children above the third grade. It consists of a phonograph to which forty head sets are attached. The children record on blank forms what they hear, which is then compared with a master sheet to give the rating of each child. A trained person is required to use it and interpret its results, and care must be taken to exclude outside noises.

The 2A audiometer is also used for the diagnostic testing of the child whose hearing has been found to be defective.

One of the most important phases of rehabilitation for children who are hard of hearing is lip reading; and those who are adept at lip reading can be admitted to an ordinary class where they can get on well if they are seated in front, and if the light is good.

Children who are hard of hearing should never be segregated more than is necessary, since the hearing they possess, and their powers of speech will develop most effectively in contact with normal children.

Any one interested in educational and social activities for the hard of hearing, may obtain information by writing to the Secretary of the Winnipeg League for the Hard of Hearing, Mrs. G. S. Thorvaldson, 236 Cordova Street, Winnipeg.

\*See Western School Journal, June, 1934, for information about the education of deaf children.

### The Radio Essay Contests

From the enquiries that have been received, there seems to be a lively interest in the radio essay contest. The purpose of this contest is to foster an interest in health matters among students in secondary schools. It is not intended as an additional school activity, but one which may be used to supplement regular courses of study with which it may be correlated.

The contest is open to all students in Grades IX., X. and XI.

The subject of the essay should be selected with the approval of the principal or teacher.

The number of words for the essay should not exceed 1,300 words.

The essay should be written on paper 11x8½ inches in size, and on one side of the paper.

The award to the writer of the best essay will be a trip to Winnipeg during Easter week in April, 1936, to broadcast it over Station CKY.

All enquiries for information about the contest, as well as the completed essays, should be sent to the Health Education Service, Department of Health and Public Welfare, Legislative Buildings, Winnipeg.

### Radio Programme

During the month of January, 1936, radio talks will be given by the Department of Health and Public Welfare on

Tuesdays and Thursdays at 1.20 p.m. as follows:

- Jan. 2—Some Facts You Should Know About Your Public Health Act.
- Jan. 7—The Health Officer as a Detective.
- Jan. 9—The Whys and Wherefores of Isolation and Quarantine.
- Jan. 14—The Whys and Wherefores of Isolation and Quarantine.
- Jan. 16—Smallpox and Vaccination.
- Jan. 21—More About Communicable Diseases.
- Jan. 23—Pneumonia—A Winter Enemy.
- Jan. 28—Present Helps for Cancer.
- Jan. 30—The Heart and How to Take Care of It.

### More Truth Than Poetry

Mary had a little cold, but wouldn't stay at home,  
And everywhere that Mary went, the cold was sure to roam;  
It wandered into Molly's eyes and filled them full of tears,  
It jumped from there to Bobby's nose, and thence to Jimmie's ears.

It painted Anna's throat bright red, and swelled poor Jennie's head,  
Dora had a fever, and a cough put Jack to bed.  
The moral of this little tale is very quickly said—  
She could have saved a lot of pain with just one day in bed!

### AN OPEN COMPETITION

The New History Society, 132 East 65th St., New York, announces a contest open to all young people up to the age of thirty, resident in Africa, Alaska, Australia, Canada, Newfoundland, New Zealand. The prizes are \$300, \$200, \$100. Full particulars may be had by writing the Secretary, Mirza

Ahmad Sohrab. The prize is for an essay, not more than 2,000 words, on "How can youth develop co-operative and harmonious relations among the races of the earth?" Why not have some young Manitoban enter the contest? There is time enough as the contest closes April 1, 1936.

## Selected Articles

### ANNUAL SURVEY OF EDUCATION IN CANADA

There is no publication that is looked for more eagerly by teachers and others interested in education than the Annual Survey. The handbook for 1933 is to hand. Copies may be had by applying to Bureau of Statistics, Ottawa. Instead of writing an appreciation we are content to publish a few paragraphs of the Survey in the hope that many will write for the book and make a study of it.

In the public schools and business colleges of Canada there were over 90,000 evening students enrolled annually for a period of several years ending in 1932. In the two years since, the enrolment has shrunk to something like half of this number. Some of those who would normally have been working and attending evening school were no doubt without employment and remaining in school full time, but these do not account for all of the difference. It is reported that there has been a waning of interest among young people who would have been expected to attend. When satisfactory employment has not been attainable, the interest of many in direct preparation for it has lagged. What proportion of such persons have chosen rather to develop a literary or artistic interest cannot be known, but the growing popularity of these pursuits, as a means of occupying leisure time, seems suggestive when viewed in contrast with the decline in technical studies.

Probably the most outstanding case of organized study of industrial problems among the general population is the experiment of St. Francis Xavier University in Nova Scotia. Starting in 1929 with a few study clubs in farming and fishing communities, the Extension Department in the winter of 1933-4 had over 900 groups, with an average membership of eight or nine persons, studying under its guidance. The most com-

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mon form of economic adjustment arising from their study appears to have been the undertaking of groups to organize co-operative buying or selling enterprises, several of which are reported to have been eminently successful. Another prominent example is the rapid growth of the Workers' Educational Association in Ontario, in the last four or five years, for the members of which Economics is the most popular subject of study.

For the urban-dwellers especially, it is well known that the trend in the present century has been toward more time free from the demands of their daily occupation. This brings about one condition favorable to broad and general educational pursuits but if the time is to be used to advantage there must be more than casual learning facilities available. The securing of more leisure time has until recent years seemed something in itself to be desired. As, more recently, large numbers of the population have found them-

selves without anything but leisure for months on end—in the sense of having no regular, remunerative employment—it has become more obvious that too much time off work is as little to be desired as too much work, and that leisure hours are only attractive when they too are occupied.

Most of the provincial "travelling library" systems were unable to replace worn-out books but experienced more use than ever before. The Manitoba system was discontinued through lack of funds. Much the largest of these systems is the one in Saskatchewan operating from the Bureau of Publications at Regina. It sent out 2,340 libraries in 1933, including 112,300 books. Its recorded borrowers numbered 104,490—more than one-seventh of the province's population over ten years of age—each borrowing on the average about five different books.

Special classes for backward and psychopathic children within the ordinary public schools are receiving increased attention in most of the provinces.

No other occupational activity in the life of the country claims the daily attention of as many persons. Each year sees one-fourth of the population of Canada appearing in the classroom either as pupil or teacher. There are about twice as many school children as there are farmers in Canada, and as many as there are men in all other occupations combined.

The rate at which the place of the schools is increasing is also worth attention. The average Canadian child to-day spends more than eight years in school, where his parents spent about six. His schooling lasts nearly half as long again as theirs. When the child of the present day starts to school he may expect to spend there one year of his life for every five years that are left when he leaves school.

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